

**THE INFLUENCE OF USING SELF-QUESTIONING STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT AT THE NINTH GRADE OF SMPN 3 BUKITKEMUNING IN THE
ACADEMIC YEAR OF
2019/2020**



An Undergraduate

**Submitted as a Partial Fulfillment of
the Requirement for Thesis S1- Degree**

By

**Ayu Ardiyanti
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**Advisor : Iwan Kurniawani, M.Pd
Co-Advisor : M. Sayid Wijaya, M.Pd**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
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ABSTRACT

The principle purpose of the study is to measure the influence of self-questioning strategy toward students' reading comprehension skill at the ninth grade of SMP N 3 Bukitkemuning. The students reading comprehension at SMP N 3 Bukitkemuning is averages especially in narrative text. To solve the problem, the researcher applied self-questioning strategy. Self-questioning strategy is one of good strategy that will enhance students' reading comprehension, self-questioning strategy can be implanted by students as individual or group. The objective of this research was to know whether there was significant influence using self-questioning strategy toward students' reading comprehension in narrative text at the ninth grade of SMP N 3 Bukitkemuning.

The type of study was quasi-experimental study especially non-randomize control group, pre-test – post-test design and the researcher used quantitative approach in finding out the answer of the problem of study. The sample was taken from two classes, VIII A and VIII D which consist of 62 students. The treatment was held in 3 meetings, 2 x 40 minutes for each. The population of this research was the ninth grade of SMP N 3 Bukitkemuning. In collecting the data, the researcher used instrument in the form multiple choice test. After administering the pre-test and post-test, the researcher analyzed the data using t-test calculation with manual and also SPSS program to test the hypothesis.

From the data analysis computed by using SPSS, it was obtained that $\text{Sig.} = 0.036$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig.} < \alpha = 0.036 < 0.05$. The result is there was influence of using self-question strategy toward students' reading comprehension on narrative text at the ninth grade at SMPN 3 Bukitkemuning.



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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Self Question strategy toward Student’s Reading Comprehension in Narrative text at the ninth grade of SMPN 3 Bukitkemuning in the Academic Year of 2019/2020” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, February 2020

Declared by



Ayu Ardiyanti

1411040028

MOTTO

أَوْزِدْهُ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً^١

Or a little more ; and recite the Qur'an in slow, measured rhythmic tones.¹

(Q.S. Al Muzzammil ayat 4)



¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), P.423

CURRICULUM VITAE

The name of the researcher is Ayu Ardiyanti. Her families and friends always call her Ayu. She was born in Sidokayo on August 5th, 1996. She is the first daughter of three children from her beloved parents Mr. Supardi and Mrs. Disyati. She has one sister, her name is Sindia Putri and one brother, his name is Firza Ardiyansyah.

She started her study at SDN 01 Sidokayo North Lampung and Graduated in 2008. After that, she continued to SMPN 3 Bukitkemuning North Lampung and graduated in 2011. Then, she continued at SMAN 1 Bukitkemuning North Lampung and graduated in 2014. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, Majoring English Education.

DEDICATION

This thesis is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My Beloved Allah glory be to him and mighty, who always give his full of rohmah and blessing and My Prophet Muhammad God bless him and grant him peace, who always guide me and take care of me to be a good person.
2. My beloved parents Mr. Supardi and Mrs. Disyati who always sincerely grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
3. My beloved sister Sindia Putri, and My beloved Brother Firza Ardiyansyah, who always motivate, support and pray for me.
4. My beloved almamater UIN Raden Intan Lampung

ACKNOWLEDGEMENT

First and foremost, the researcher would like to Extend my gratitude to the Almighty Allah SWT, the Lord the universe, for blessing me every time, so this final project can be finished. Peace upon the great messenger prophet Muhammad SAW, his Families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to deliver her sincerest gratitude to the following people:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has give an opportunity and forbearance to the researcher when on going the study until accomplishment of the thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung
3. Iwan Kurniawan, M.Pd, the Advisor who has given a lot of guidance and suggestion to the researcher until the completion of this thesis.
4. M. Sayid Wijaya, M.Pd, the Co-advisor, who has always patiently and kindly given valuable and continuous guidance, advice, as well as encouragement in making and completing this thesis.
5. The English Department Lecturers of UIN Raden Intan Lampung
6. Suwito, S.Pd, the Headmaster of SMPN 3 Bukitkemuning who gave the researcher permissions to conduct this researcher and collect the data in the school.

7. Ervina Damayanti, S.Pd, the English teacher at SMPN 3 Bukitkemuning who gave guidance and spirit to the researcher in conducting her research.
8. All students of the ninth grade of SMPN 3 Bukitkemuning in the process in conducting research.
9. All of her family, especially Mr. Supardi and Mrs. Disyati, her lovely sister Sindia Putri, his lovely Firza Ardiyansyah, for their love, pray, and guidance during my study.
10. All her beloved friends, Especially Feni Indriani, Nurmaya Dewi, Rizki Anggraini, Yeni Rafika, Ratih Anggraini, Oriza Wulandari, Bayak Djakasuria, Indha Liesta, Siti Ratna Ayu, Intan Permani Putri, Meiriza Putri, who always give help, support and kindness in finish this thesis. May Allah bless and give in return for every help they did to researcher. Finally, it is expected that the thesis can be benefit to all. Aamiin

Bandar Lampung, February, 2019
The Researcher,



Ayu Ardiyanti
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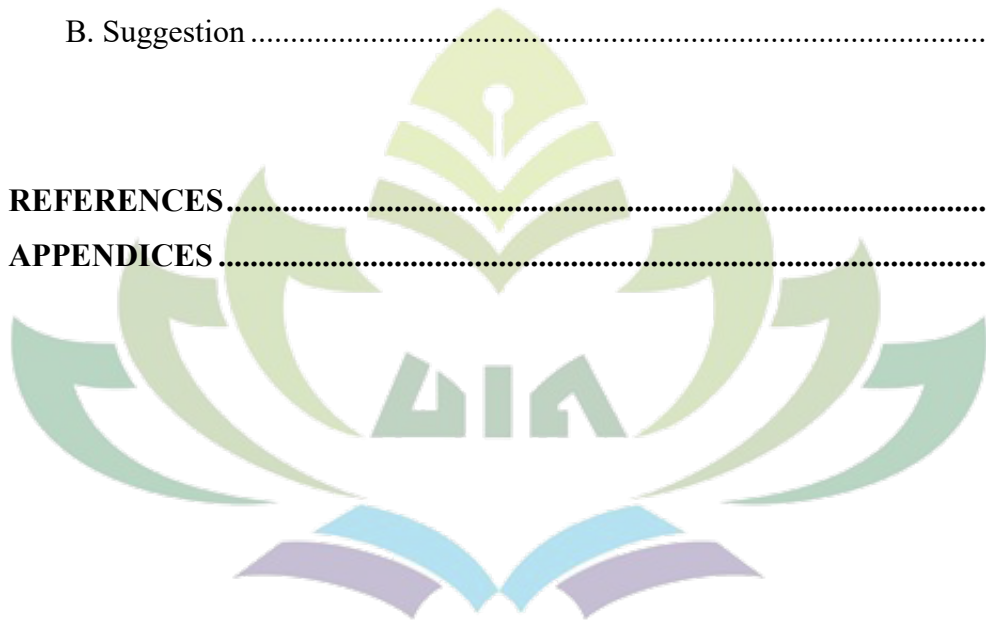
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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is a kind of crucial in an attempt to master a certain language. Through reading, people will know about language. They can learn and take many advantages from language, that is why reading is very important. Reading is a key to mastery everything in this new era. In line with this notion Djiwandono, said that reading is an important activity and becomes more important role in this modern world, where the development in every life aspect occurs very quickly.¹ Starting from academic aspect, emotional aspect, even social aspect, all the aspects are learned through reading. Reading enables people to find out information from variety of the texts, to get pleasure, to get jobs, and to deal with some educational purposes.

In line with Djiwandono, Richards, said that reading has special spotlight in many second or foreign language learning situations.² It is because reading helps people to master language learning situation. Mastery of language can help people to get easier go through every life aspect. That is why reading is very important role for success of language learning because it belongs to part of language skill.

In educational aspect, reading activities do not only require the students to read the text, but also requires them to understand what they are reading.

¹ Purnomo Suud, *Improving The Reading Comprehension Ability Through Webbing Strategy*, vol 2, no 1,(2012).p.11

² Ferdila Raihani, *The Use of Extensive Reading in Teaching Reading*, vol 2, no 2,(2014)p.69

Regarding to the previously stated, reading requires word recognition, comprehension, and fluency.³ To understand reading texts, students require to word recognition by introduction to the letters and punctuation, from this the students will get the comprehension of the text, and also help their fluency in reading. Point out that to understand all type of information of the text or passage it requires not only the reading activity, but also ability to understand or to comprehend the content.

According to Elizabeth et.al, comprehension is an active process in the construction of meaning in the process deriving meaning from connected text.⁴ Furthermore, without the ability to understand the text content, one is not able to comprehend a lot of information quickly, accurately, and easily. It is crucial to make the students realize that reading, and reading with comprehension, is need for learning something new, increasing knowledge, or searching for information, one has to be able to read with comprehension.

In reading activity the ability or skill of comprehension a message or content in the text is main goal of reading in a language instruction. However, comprehending a text message is not like a piece of cake, especially when the language learners try to understand the text written in their second language, it can be seen from the fact that students' reading comprehension is still far from what is being expected. This happens to be case found in SMP N 3 Bukitkemuning at eighth graders where most students still encountered or

³ H. D. Leipzig, *The Top 10 Things You Should Know About Reading*. (WETA. January, 2001).p.19

⁴ Pang. S. Elizabeth, et. Al., *Teaching Reading Internal Academy of Education*, (Series-12) (Chicago, 2003), p.14

faced difficulties dealing with reading texts written in English especially narrative text as their second language, by conducting the preliminary research at SMP N 3 Bukitkemuning on April 28th, 2018. The researcher found that most of students at eighth graders still found difficulties in reading comprehension.

The researcher interviewed some students, and found unsatisfactory results of the students' reading comprehension regarding narrative text in the school may be caused by several factors. First, students' reading interest in narrative is low. Second, students tended not be able to understand the content or the message of narrative text. Third, the students get difficult with vocabulary that used in narrative text. It makes the students do not interested to learn reading especially in reading narrative text.⁵

The researcher also interviewed the English teacher, Mrs. Ervina Damayanti about the students' ability. She told that the students cannot comprehend the text. They get difficult with vocabulary that used in the narrative text.⁶ That is also some factors that made failure to comprehend the text. After that, the reading activities were more teacher-centred in the sense that what the teacher said became the reading instruction, and students were just demanded to answer the question following the text. Finally, the reading process bored and the students were not interested to read the text and

⁵ An Interview with students of SMP 3 Bukitkemuning (March 28, 2018)

⁶The result of interview from the English teacher (Ervina Damayanti, S.Pd.) of SMPN 3 Bukitkemuning, February 17th, 2018

sometimes kept silent listening to what the teacher read. The data of students' narrative score from the teacher. The data can be seen on Table 1.

Table 1
Students' score of english in narrative text at the eighth grade of SMPN 3
Bukitkemuning in academic year of 2019/2020

No	Class	Students Score		Total
		73	<73	
1	VIII A	9	22	31
2	VIII B	8	24	32
3	VIII C	9	22	31
4	VIII D	11	20	31
Total		37	88	125
Percentage		29,6%	70,4%	100%

Source: the data of English score at the ninth grade of SMPN 3 Bukitkemuning in the academic year of 2019/2020

Based on Table 1, there were 37 students out of 125 students that passed the criteria of minimum mastery (KKM), and there were 88 students did not pass. In this case, the standard scores criteria of minimum mastery (KKM) In SMP Negeri 3 Bukitkemuning is 73. It means that most of the students find difficulties in comprehending reading text.

Based on the discussion in preliminary research, it needs to implement a teaching method or strategy that can solve the problem, a strategy that can bring students out of boredom. There are many kinds of method or strategy that could be use in teaching and learning, particularly in reading. One of them is self-questioning strategy. Self-questioning strategy is the strategy that will enhance students' reading comprehension, because this strategy will make the students more active in learning reading comprehension.

Self-questioning is the ongoing process of the reader asking questions before, during, and after reading to understand text.⁷ The question are based on clues in the text, the students will predict what the answer of those questions. It focuses on helping students' attention when exploring, establishing, and understanding the text. It also enhances students understanding and recall of information in the passage. It means in this strategy, the students pose questions to themselves about the text and also predict what the answer of those questions. Good question help the students infer and retain the meaning of the text.

Considering self-questioning strategy, there are some researchers who have done a research about self-questioning strategy. The first research was conducted by Sriwati in junior high school in Way Tenong, west Lampung. This research was entitled "The influence of self-questioning technique towards students' descriptive paragraph writing ability".⁸ This research was applied at the eighth grade students of SMP 1 Way Tenong, West Lampung. The aim of her research was to know whether there is a benefit of self-questioning technique toward students' descriptive paragraph writing ability. From her research Self-questioning Strategy motivated the students in learning, it helped students to understand the content of the text, so the students can enjoy the learning process. It was proven by the mean of students' pre-test

⁷ Bob Algozzine, Dorothy J. O'shea, Festus E. Obiakor, *culturally responsive literacy instruction*, (US: corwin press, 2009)p.134

⁸ Sriwati, *The influence of self-questioning technique towards students' descriptive paragraph writing ability at eighth grade students of SMP 1 Way Tenong, West Lampung*, S1 Thesis, (Bandar Lampung, UIN Raden Intan Lampung, Unpublished, 2011)

scored were 43.755 and the mean of the students' post- test 72.48. It Indicate that in teaching and learning reading showed the significance by using Self-Questioning.

Another research was conducted by Mutiah about “Improving students reading achievement through Self-questioning strategy using Descriptive text”.⁹ This research was applied at first grade of SMA N 5 Bandar Lampung. The aim of her research was to help students' improved their reading comprehension achievement. This strategy was to find out the students' response in the class. This strategy was supposed to be able to make the students generate, think about, predict, investigate, and answer questions that satisfy curiosity about what the students read. From her research Self-Questioning Strategy gave positive students' response in teaching learning process, the students were enthusiastic and interested in learning process. It was proven by the average of students' score before treatment were 54, 12 and the average after treatment 69,66. It intends that self-questioning strategy was effective because the students' score were improved.

From those explanations, Self-questioning Strategy is a good strategy to be used for teaching and learning reading more effectively. It could be concluded that self-questioning strategy is suitable for teaching reading and this strategy effective to help students to increase the students reading comprehension.

⁹ Atikah Mutiah, *Improving students reading achievement through Self-questioning strategy using Descriptive text first grade of SMA N 5 Bandar Lampung, SI Thesis*, (Bandar Lampung: University of Lampung, unpublished, 2013)

The present research has a different focus from those previous research. The first previous research conducted by Sriwati used Self- Questioning strategy in descriptive text and she used this strategy in writing ability for students junior high school. The second previous research was conducted by Mutiah used Self- Questioning strategy in descriptive text but she used this strategy to improve reading achievement students senior high school. While present research, The researcher will use Self- Questioning to Improve students' reading comprehension in narrative text for students junior high school.

Considering the discussion in this background of the problem The researcher believe that Self-questioning could overcome students' difficulties in reading comprehension especially in narrative text, therefore the researcher will conduct an experimental research entitled "The Influence of Using Self-questioning Strategy Toward Students' Reading Comprehension on Narrative Text at The Ninth grade of SMP N 3 Bukitkemuning in the Academic Year of 2019/2020.

B. Identification of the Problem

Based on the background of problem, indentified of the problem as follow:

1. The students' reading interest in narrative low
2. The students difficulties with vocabulary that use in narrative text
3. The students get difficult to comprehend narrative text
4. The teacher strategy in teaching reading narrative was still uninteresting

C. Limitation of the Problem

Based on the the identification of the problem, limitation of the problem focused on the Influence of Using Self-questioning Strategy Toward Students' Reading Comprehension on Narrative Text at The Ninth grade of SMP N 3 Bukitkemuning in the academic year of 2019/2020. The focus on fable and the title the goose and the golden eggs, the boy who cried wolf, and a fox and a cat.

D. Formulation of the Problem

Referring to identification and limitation of the problem, the problem can be formulated into: Is there any significant Influence of Using Self-questioning Strategy Toward Students' Reading Comprehension on Narrative Text at The Ninth grade of SMP N 3 Bukitkemuning in the academic year of 2019/2020?

E. Object of The Research

Based on the formulation of the problem, the objective of this research is to know whether or not there is any significant Influence of Using Self-questioning Strategy Toward Students' Reading Comprehension on Narrative Text at The Ninth grade of SMP N 3 Bukitkemuning in the academic year of 2019/2020.

F. Uses of the Research

This research is hopefully expected to be used:

1. Theoretical Significance

The result of this study inform others especially the teacher about the influence of using self-questioningstrategy toward narrative text in reading comprehension. This information also was useful for those who want to do research on the same subject in the future.

2. Practical Significance

To motivated student in learn English so they can increase their Narrative text in reading comprehension.

G. Scope of the Research

In this research, the researcher determines the scope of the research as follows:

1) Subject of the Research

The subject of this research was the students second semester of the Ninth Grade of SMP Negeri 3 Bukitkemuning

2) Object of the Research

The object of this research was students' reading comprehension in narrative text and the used of self-questioningstrategy toward students' reading comprehension in narrative text in the academic year of 2019/2020.

3) Place Of The Research

The research was conducted at SMP Negeri 3 Bukitkemuning in academic year of 2019/2020.

4) Time Of The Research

The research was conducted at second semester in academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. Concept of Reading

Reading is one of four skills that should be mastered by students. Reading becomes an important activity to understanding the text. Reading is a construction of meaning from written text¹. It point out that reading is a process receiving the meaning, in which readers actively engage with texts, the reader building their own understanding of the author's message. This activity requires reader to constructing meaning to get understanding by use information in the text. The meaning they make is at the heart of the reading process.

Additional statement by William Grabe, reading is the process receiving and interpreting information encoded in language via the medium of print², by reading the reader receiving and interpreting information from the text, and they can use the information to get understanding the author's message. When the reader understands a message in the text, there will be an interaction between the reader and the text. Reading is an interaction which involves the reader, the text, and the interaction between the reader and the

¹ Jeanne biddulph, *The Guided Reading Approach Theory and Research*,(New Zealand: Learning Media,2002),p.3

² William Grabe, *Reading in a second language*, (New York: Cambridge University Press,2009),p.57

text.³ It can be said that between reader and the text there is a significant relationship which happen in reading. However reading activity does not only to involve between eye and text, but also how the reader can comprehend the written message in the text. Furthermore, the important activity in reading is, the reader should be able to interpret what happen in the text.

Accordant with Elisah,.et.al said that reading is one of four language skills constitutes as a process to obtain much information and get meaning from the written materials.⁴ This implies that reading gives a chance for reader to know what the purpose is.

It concludes, reading is four language skills as process of receiving the meaning that involves the reader and the text from the written text. It means reading is a process of construct meaning by use information or message from what in the printed or written text in order to obtain comprehension. In order to get the essential of reading activity, the reader should be able to construct meaning from text and interpret it through the idea.

2. Types of Reading

Based on the types of classroom reading performance, the reading activity is diving into two types. They are as follows:

a) Intensive Reading

Intensive study of reading text can be mean of increasing learners' knowledge of language features and their control of reading

³ Andri Defrioka, *Retelling: An alternative strategy in teaching reading narrative text*, vol 3, no 7,(2014).p.46

⁴ Elisah,et.al, *The Effective of Self-questioning Strategy in Teaching Reading Narrative Text*, (2003), p.2

technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners⁵. It means the intensive reading is reading with accuracy to comprehend the text. It can be do with learners and teachers. Intensive reading is usually involves translation and comprehend that using to active that the learners understand about the text, it can make the process of comprehend easier. Intensive work in reading text can focus on aspect such as comprehension, regular and irregular sound spelling relations, vocabulary, grammar, cohesion, information, structure, genre features and strategies⁶.

b) Extensive Reading

Extensive reading is learning of the meaning, and focus on input. During extensive reading, the learners should be interest in what they are reading.⁷ It means that extensive reading is learning process with accuracy. While reading the text, the learner should be engage with the text and focus with the text which they read. The reader also should pay attention to get meaning of the text. Day and Bamford state that characteristic extensive reading is involving large. Quantity of varied, self selected, enjoyable fluent speed. Not all the text for extensive reading need to be as simplified text as there are other ways

⁵ I.S.P. Nation, *Teaching ESL/EFL, Reading and Writing*,(New York: Rout Ledge,2009),p.25

⁶*Ibid*, p.27

⁷*Ibid* , p. 59

to helping with the vocabulary load of extensive reading such as glossing, computer- assisted and reading elaboration.

Based on the explanation above, there are two types of reading which are intensive readings and extensive reading. Self-questioning strategy involves small group to preview, predict, understand, discuss and synthesize their own understanding about the text so that the readers will get the conclusion from the text. This is line with intensive reading, because both Self-questioning strategy and intensive reading are make connection to what the students understand from the text which the teacher works with the learner, thus, it can be inferred that Self-questioning is relate to the intensive reading.

B. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing through interaction and involvement with written language.⁸ Reading is an activity done toward written or print texts. Comprehension is the center of reading.⁹ Comprehension is the ability to understand completely and be familiar with a situation and fact. Stated by Cardwell, comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting

⁸ Suryani, *Taeching Reading Narrative Text Through Story Impression Strategy to Islamic Junior High Studenx./zts* , jurnal pendidikan dan pengajaran, vol 4 no 2,(2017),p.41

⁹ Karen Tankersley, *Threads of Reading: Strategy for literacy development*, (Beauregard:Library of Congress Cataloging in Publication Data, 2003), p.90

pronunciation to meaning, and finally connect these words into idea units.¹⁰ It refers that comprehension is the ability of someone to make sense of the context based on what he or she hears. It is the way in which someone interprets the text.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.¹¹ It summarizes that reading comprehension is an activity that readers engage in when they read to understand and to get the total meaning of the passage. Based on the language assessment theory of Brown, especially for reading, there are some criteria commonly used in measuring students' reading comprehension ability; they are:

1. Main idea (topic)
2. Expression/idiom/phrases in context
3. Inference(implied detail)
4. Grammatical features(reference)
5. Detail(scanning for a specifically stated detail)
6. Excluding facts not written(unstated details)
7. Supporting idea(s)
8. Vocabulary in context.¹²

¹⁰Joanne Schudt Carldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guildford press,2008), p.5

¹¹Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London,2007), p. 2

¹² H. Douglass Brown, *Language Assessment Principle and Classroom Practice*, (San Francisco, California,2003), p. 206

Based on those statements, the researcher concludes that students reading comprehension in this study is defined as the process of getting message from the author written text. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measured reading comprehension like grammatical features, expression/idiom/phrases in context, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

Furthermore, there are some test that usually uses in standard test of reading. Different reading tasks should help provide information about many component reading abilities as well as reading comprehension more generally. They areas follows:

1. Cloze
2. Gap-Filling formats (rational cloze formats)
3. C-test (retain initial of words removed)
4. Cloze elide (retain initial of words removed)
5. Text segment ordering
6. Text gap
7. Choosing from a “heading bank” identified paragraphs
8. Multiple choices
9. Sentence complexion
10. Matching (and multiple matching) techniques.
11. Classification into group
12. Dichotomous items (T/F not stated Y/N)

13. Editing
14. Short answer
15. Free recall
16. Summary (1 sentence, 2 sentence, 5-6 sentence)
17. Information transfer (graphs, tables charts, outlines, maps).
18. Project performance
19. Skimming
20. Scanning.¹³

In this research, the multiple choices test are use in assessing and evaluating of the students in reading comprehension test. The multiple choices test format is easy to administer and can be scores quickly.¹⁴ Most of comprehension assessment relies on answering multiple choices questions.

C. Teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for leaning.¹⁵ It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in learning process.

Teaching reading is useful for other purposes. Any exposure to English(provided students understand it more or less) is a good things for English

¹³ H. Doughlass Brown, *Ibid*, p.306

¹⁴ *Ibid* p.194

¹⁵ H. Douglass Brown, *Principle of Language Learning and Teaching*, (San Fransisco:Pearson Education,2007), P.7

students.¹⁶ In other words, teaching reading can make the students understand the text. Teaching reading activity is important for students. They can understand for what they read and how to read. During teaching process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and text. Teacher has some principles in teaching reading. The principles of teaching reading are stated that:

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading
3. Student should to be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full.¹⁷

Based on that explanation, it indicates that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

¹⁶ Jeremy Harmer. *How to teach English(An introduction to the practice of English Language Teaching)*, (London: Longman,2001),p. 68

¹⁷ *Ibid* p.70

D. Concept of text

1. Types of Text

Text is any completed act communication such as greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.¹⁸ It shows that text is arranging of words to be a sentence. As report by Karolina, genre is some kind of a category.¹⁹ With reference to Karolina, so genre is the type of text about concept and form in the text that is. In on the school, many form a text re taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. These variations are known are genre. However, Gerot and Wignel classify the genre into thirteen types.²⁰ They are

1. Spoof

Spoof is a text to retell an event with humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

¹⁸ Peter Knapp and Megan Watkins, *Genre-Text-Grammar*, (Australia 2005), p.29

¹⁹ Intan Karolina, *Teaching Narrative in Improving Writing*, SMA Negeri 1 Pemalang in 2006, p.23

²⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), P.192-217

3. Report

Report is a text to describe the way things are with reference to range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case

5. News item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an usual or amusing incident

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two point of view about an issue.

13. Reviews

Reviews is a text to critiques an art work or event for a public audience.

Based on those explanation, the researcher conclude, there are many kinds of text, each of characteristics have different characteristics and purpose. And then the researcher focus on one text genre that is about narrative. Narrative text is a text piece of text which tells a story and entertains the readers or listeners. By uses a narrative text, the students are hope can comprehend the reading activities.

E. Concept of Narrative Text

1. Definition of Narrative text

Narrative is a text that tells a story and, in doing so, entertains the audience.²¹ The story can be fiction or it can be non-fiction, and use to relate the story of acts or event. In line with this notion, Intan, argue that narrative is a text to entertain the readers or listeners with the stories.²²

²¹ Andri defrioka, Op.Cit, p.47

²² Intan Karolina, *Teaching Narrative text in Improving Writing, English Journal, SMA Negeri 1 Pemalang in 2006*, p.8

The story entertains the readers or listeners with actual and imaginary experiences (Fairy tales, mysteries, fables, romances and adventure stories, myths and legends). It closes that narrative is a text tells about something interesting that has to amuse, entertain the readers.

Narrative text broadly defined tells a story. The story tells important information for the reader and listener. The information of this story is in basic element of narrative text itself. The basic element is consisting of the five elements such as theme, plot, character and characterization, setting and point of view. Narrative text is signed by the chronological use of time.²³ It indicates to when and where the story takes place, the chronological use of time is very important role in any literary work since it enables the readers to experience the situation where and in which the story take place. It is also help create the mood of the story. It can be conclude that narrative text is a text which consists of information signed by basic element of narrative itself to entertain the reader and listener. The text can be fiction or nonfiction. Those elements usually appear in narrative text and it is related to the students' reading comprehension. In order to comprehend the story, the students need to know what the main idea of the story is, who the character is, how the story goes, etc.

²³ Zaimar and harahap, *Telaah wacana*. (Jakarta: the intercultural institute,2009),p.47

2. Social Function of Narrative text

The main purpose of a narrative text is to amuse, entertain and deal with actual and vicarious experience.²⁴ It clarify that purpose of narrative text is to entertain, to tell a story, or to provide an aesthetic literacy experience. It means also narrative text is to present a view the world that entertain or informs the reader or listener.

3. Language Features of Narrative text

One of the language features of narrative text is using action verbs in past from, about narrative, Knapp and Watkins adds that formally, narrative sequences people/characters in time and space. Narrative is generally more complex than the orientation and sequencing typical of recounting.²⁵ Use of words that link stage in time.

- a) Using Past Tense (S+V₂+O), example: Riko went Paris last year
- b) Specific Characters, Example: The King, The Queen.
- c) Time word that connect events to tell when they occur, example: then, before, after, soon.
- d) Use of actions verb, verb to show the action that occur in the story, example: climbed, turned, and brought.
- e) Descriptive words to portray the character and setting, example: long hair/black

²⁴ Intan Karolina, *Teaching Narrative Text in Improving Writing*, English Journal, SMA Negeri 1 Pemalang in 2006, P.8

²⁵ Miftahul Janah, *Analysing the students' grammatical erroron writing Narrative text*, SMART Journal vol 1 no 2 (Agustus 2015), p.58

4. Generic Structures of Narrative Text

The rhetorical structures are the parts of the text. Each part has its own function. In other word, rhetorical structures are the elements existing in the text. The rhetorical structures of narrative text are:

a) An orientation

In this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on. Where the setting are introduced and a time set for the event.

b) A complication

Where the problem arises, this is part of story in which the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c) A resolution

Where the problem are resolved, in this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering' how did it end')

d) Coda

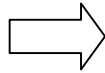
The Narrator includes a coda if there is to be a moral or message to be learn from the story.²⁶

²⁶ Th. M Sudarwati, *Look A head A n English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p.52

5. Example of Narrative Text

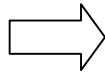
A Mouse and lion

Orientation



Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion wake up.

Complication




The Lion angry grabbed the mouse and, hold him in his large claws, roared in anger.” How dare you wake me up! Don’t you know that I am king of the beast? Anyone who disturbs my rest deserves to die! I Shall kill you and eat you!

The terrified mouse, shaking and trembling, begged the lion to let him go.

“ please don’t eat me your majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go, and I promise I will be your friend forever. Who knows but one day I could save your life?”

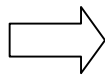
The lion looked at the tiny mouse and laughed. “ you save my life? What an absurd idea!” he said scornfully. “ but you have made me laugh, and put me into a good mood again, so I shall let you go.”



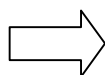
And the lion opened his claws and let and let the mouse go free. “ oh thank you, your majesty,” squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter’s snare. Struggle as he might, he couldn’t break free and became even entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard t, including the tiny mouse.

“ My friend the lion is in trouble,” cried the mouse. He ran as far as he could in the direction of the lion’s roar, and soon found the lion trapped in the hunter’s snare. “ Hold still, Your Majesty,” squeaked the mouse. “ I’ll have you out of there in a jiffy!”

Resolution

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, they became friends best forever

Coda

Even a small help would be very meaningful

F. Concept of Self-questioning Strategy

1. The Definition of Self-questioning Strategy

Self-questioning strategy is ongoing process of the reader asking questions before, during, and after reading to understand text²⁷. The questions are based on clues that are found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding, and connecting to the text. Self-questioning strategy is a set of steps that students follow to generate, think about, predict, investigate, and answer question that satisfy curiosity about what is being read.

Self-questioning is a procedure in which students stop periodically while reading to ask and answer question related to the text.²⁸ It means this strategy actively responding to the reading passage. It effective for monitoring and increasing comprehension of written material. The self-questioning strategy also was designed to facilitate reading comprehension by teaching students to form question as they read to maintain interest and to enhance recall.

As stated in self-questioning strategy is conducted when students use questions to check their own knowledge as they are learning.²⁹ It explains the students may improve their reading comprehension if they know about self-

²⁷ Algozine, R., Dorothy J. O, Obiakor and festus, E ,*Culturally responsive literacy instruction*.(corwin press, 2009),p.136

²⁸ Lorie K. Taylor, et.al, *The comparative effect of modified self-questioning inh strategy and story mapping on the reading comprehension of elementary students with learning disabilities*, journal od behavioural education, vol 1 no 2 (June 2002),p. 71

²⁹ Elisah,et,.al, *the effectiveness of self-questioning ing strategy in teaching reading narrative text*, (2003),p.2

questioning and it is very important to understand about self-questioning in order to get a good comprehension in reading a text. Self-questioning strategy as means of enhancing students' understand of texts.³⁰ It useful to activates their prior knowledge. Questions designed to access learners' prior knowledge are more effective in enhancing reading comprehension because students' prior knowledge is to be active. .

According to Algozine, self-questioning divide into three phrases in the reading as follows:

- a. The before reading self-questioning strategy: this strategy focuses on teaching students to use the self-questioning process as a way of previewing text before reading begins and creating a set of guiding questions to check comprehension during reading.
- b. The during reading self-questioning strategy: This strategy focuses on teaching the students to use a self-questioning process as they read paragraph and sections of text
- c. The after reading self-questioning strategy: this strategy focuses on teaching students to generate questions and answer question after they read the text.³¹

³⁰ Leila Safapoor, et. al., *The effect of self-questioning ing strategy as agenerative learning strategy*, vol 3,(2015),p.70

³¹ Bob Algozine, *Culturally Resposinve Literacy Instruction*, (United States: Corwin press,2009),p.134-135

Self-questioning is a strategic approach for monitoring one's own comprehension, has shown promising outcomes for a range of diverse learners across grade and ability levels.

Self-questioning strategy interventions require students to monitor their own reading comprehension by asking themselves a series of self-generated question or teacher-provided question before, during, and after reading a passage.

Self-questioning had positive effects on students' comprehension of narrative and expository text genres.³² It because Using self-questioning strategy helps students focus on the critical information in the text. Self-questioning is providing a framework for active learning as students engage with the text to find answers. Self-questioning is presented as a reading or study strategy, to be used by students individually when reading texts about specific content matter.³³ It intention as an ongoing process in which readers' procedure questions related to the information in a passage they read. Teaching reading through the use of self-questioning ing is an effective approach to improve students's level of reading comprehension, recall of written information, and incidental vocabulary acquisition and retention.

³² Laurice M. Joseph, et.al, *The Effect of Self-questioning ing on Reading Comprehension: A literature Review*, No 1 vol 22, (2015),p.2

³³ Leila Safapoor, Op.Cit,p.69

2. Procedure of Teaching Reading by Using Self-questioning Strategy

a. Clouds of wonder.

Pupils discuss text and generate “I wonder” questions. Questions which requires the greatest amount of available background knowledge in order to answer.³⁴ In other words, the question(e.g. what is the theme of the story? Or why has the author narrated the story?). by means of Afzal the students can generate 5w+h questions. This can be done at regular intervals throughout the reading of the text. Students can be encouraged to think about characters, events, settings, actions, problems or solution presented in the text and generate personal questions that evolve as they read. The use of a clouds of wonder framework promotes this type of active thinking.

- Have pairs of students read a section of a text together, e.g. one page,two paragraph.
- Encourage students record their question on their individual .
- Have students share and discuss their ‘I wonder..’ questions or 5w+h questions.
- Provide time for students to continue the process to the end of the text, stopping at various points to generate, share and discuss questions.

b. Stop and think

Stop and think is a simple activity that encourages students to practice pausing at different times during the reading of the text. Stop and think placed in self-selected places throughout the text encourages students to use the

³⁴ Katayoon Afzall, *The Impact of Instruction Self-questioning ing in Reading Literary Texts*, vol 4 no2, (2012),p. 539

pauses to ask themselves simple questions and to reflect on their level of understanding.

- Provide time for students to identify random places in a text to stop and think.
- Have students mark each place with a stop and think
- Have students identify at least three place in the text
- Direct students to read the text, stopping to reflect on questions.

c. BDA Questions

Children compose and record question in 3 separate column on a sheet: before reading, during reading, after reading. Generating questions helps students to set a clear purpose for their reading, predict information and make connections to what they already know. This assists students' overall comprehension.

- Organize students to work with a partner to generate questions before reading a text. Headings and subheadings are useful aid for generating questions.
- Direct students to begin reading, scanning for information to answer their initial questions.
- Encourage students to generate any further questions as they read, recording them in the during reading . Answers can be recorded when found.
- At the end of reading, partners work together to generate any further questions they have about topic. These questions can be used as

discussion starters for further small group sharing sessions or individual research.

d. Written conversation

Pairs of children exchange their thoughts and explanation of events in a text with each other. Written conversations allow students to use writing to explore their thoughts and questions about a text.

- Organize students to work with a partner to read the same text, chapter or passage.
- After reading, provide time for students to ‘converse’ about the text in a written form. Partners take turn writing back and forth on the same sheet of paper.
- Encourage students to consider recording thoughts as well as asking each other questions about what and why things may have happened in the text.³⁵

And from those procedures the researcher uses the procedure clouds of wonder for this research as follow:

a. Before reading self-questioning

Before the teacher focuses on teaching students to use the self-questioning process as way of previewing text before reading begins and creating a set of guiding questions (e.g. “ *why is the title of the story a mouse and lion?*” and “ *what will it talk about?*”) to check comprehension during reading.

³⁵ Department of Education, *Reading Resource Book*, (Western Australia: Copyright News Limited, 2003), p.155-157

b. During reading self-questioning

The teacher focuses on teaching the students to use a self-questioning process, by leading and giving them example how to make questions using What, Why, When, Which, Where, and How as they read paragraphs and sections of text.

c. After reading self-questioning

The teacher focuses on teaching students to generate questions and answer questions and answer questions after they have read the text.

3. The Advantages and Disadvantages of Self-questioning Strategy in Reading Comprehension

There are some advantages and disadvantages of using self-questioning strategy in reading comprehension.

a. The advantages of self-questioning strategy are:

- 1) By self-questioning strategy, it can motivate learners' interest and trigger learners to become actively involved in the lesson.
- 2) This strategy is also used to develop learners' critical thinking skills and inquiring attitudes. Related to critical thinking, by guiding the students' to let them make their own question about the text, it can stimulate them to pursue knowledge of their own.
- 3) A student does not have to constantly rely on the teacher to gain understanding of a subject. It is a great way to take learning into students' own hands.

- 4) Self-questioning made these students more aware so that he could think about the information presented rather than reading passively and simply accepting the researcher's opinion. Clearly, these higher order reading and thinking skills assist students in generating deeper comprehension of reading content.
- 5) Self advantages are that embodies, other comprehension strategies mentioned earlier. In order to create appropriate questions, for instance, students are required to use clues from the first (often the topic sentence) of the paragraph and their prior knowledge of the topic in order to predict what may be said in the paragraph. They will then have to be actively engaged in meaning making in order to determine whether the question was answered or not, and will have to practice paragraph in order to summarize the paragraph.
- 6) When it comes to self-questioning, the fact it is supposed to be effective for greater comprehension is an overall advantage
- 7) Once the skill is mastered, a student does not have to constantly rely on the teacher to gain understanding of a subject. It is great way to take learning into your own advantages.³⁶

³⁶ Genevieve manset Williamson, Rebecca and Jason m. Nelson, *the impact of self-questioning ing strategy use on the text reader assisted comprehension of students with reading disabilities*, vol 23 no 1 2008,international journal of special education,p.126

b. Disadvantages of self-questioning strategy are:

- 1) If students do not know what question are best to ask them, then they will not gain the correct or necessary information that can prove that they actually learn the material
- 2) For the poor readers, it will be hard for them to develop their skill in this strategy, the students do not know what questions are best to ask themselves, teacher needs “extra work” to give them example about the use of this strategy before the lesson is started.

E. Concept of Expository Strategy

1. Definition of Expository Strategy

Expository Strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkative.³⁷ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students³⁸. It uppoint that the expository strategy is a strategy where the teacher is the most important role there and focuses material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation³⁹. It can be inferred that expository strategy as one-way communication, it also

³⁷ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, (Semarang: S1 Program Studi Pendidikan IKIP Veteran, 2005), p.59.

³⁸ Wisnu Nughroho Aji and Sri budyono, *The teaching strategy of Bahasa Indonesia in Curriculum 2013*, vol 3, no 2, (2018), p.61

³⁹ 5Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana, 2007), p.179

describes that the students' ability has limited knowledge because the students just focus on the teacher explanation.

Conforming to Ulit, et.al in expository strategy, the teacher is the information giver.⁴⁰ The teacher gives all information needed by the pupils, after which, the teacher gives an evaluation or test. The teacher has control over what is taught and how learners are presented with the information they are to learn. It means the teacher controls their students by managing what information is needed by students to be learnt. It can be explained that, expository strategy is known as direct instruction in which the teachers as information giver. Based on these explanations, the researcher concludes that expository strategy is dominated by teacher's explanation and transferring knowledge in one way communication.

2. Procedure of Teaching Narrative text Reading through Expository Strategy

There is procedure of teaching narrative text Reading through Expository Strategy:

- a. The teacher prepares the material that related with narrative text for the students

⁴⁰ Sepriani, et.al, *Expository Teaching Strategies in Teaching Learning Process*, Padang, (2015), p.2

- b. The teacher presents the material narrative text and gives an example of narrative text for the students
- c. The teacher explains about narrative text with generic structure.
- d. The teacher asks the students to make a narrative text by retelling the story based on the text they read.
- e. The teacher give conclusion in the end of material.⁴¹

Based on these explanation, it can be end that the procedure of teaching procedure text reading through expository strategy start from the teacher prepares until the teacher closes the material.

3. Advantages and Disadvantages of Using Expository Strategy

The advantages and disadvantages of using expository strategy as a strategy of English teaching learning process. There are some of advantages and disadvantages of using expository strategy, they are as follows:

- a. Advantages of Using Expository Strategy:
 - 1) Through this strategy the teacher can control the material and this strategy can be used of the total students, in another word in the large class.
 - 2) Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.⁴²

⁴¹ *Ibid*,p.4

⁴² Wina Sanjaya. Op Cit, p.189

Based on these explanations, it can be concluded that the expository strategy has strength for the students through oral by their teacher, by using this strategy the students will be more focus on the teacher explanation.

b. Disadvantages of Using Expository Strategy

- 1) This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy.
- 2) Because this strategy is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
- 3) So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is limited. Besides that, the one-way communication can cause the students knowledge is narrow about what their teacher given.⁴³

Based on these explanations, it can be said that the expository strategy has weakness to be used in reading classroom. To solve the problem the teacher needs to explain the material slowly and clearly and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students become active.

⁴³ *Ibid*,p.190

F. FRAME OF THINKING

Reading is one of english skills that is mastered by the student. Reading is a tool of communication between text and reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the structure and point from reading text. To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find difficulties in comprehension text because of their lack vocabulary. To solve this problem the teacher should use the suitable strategy in teaching reading and learning process.

Self-questioning strategy is a good strategy in reading teaching and learning process. This strategy can help the students comprehend a text, and the students can understand content in a text. And, using self-questioning strategy students will be engage in their learning, understand a lot of material quickly, share information with other, and then the student be individually accountable in their learning. Self-questioning also can improve knowledge the students reading comprehension in long text. The effect of using self-questioning strategy, it can helps the students more active in reading teaching and learning process, the students will be easier to comprehend reading text, and reading teaching and learning process will run successfully.

Based on those explanation, this research concluded that self-questioning strategy toward reading comprehension will increase students knowledge to learn, help the students to comprehending the information from

read a text, and expected to make students interested in learning English especially in reading and also the students will be easier to comprehend the content, meaning and find out the main idea of the text.

G. HYPOTHESIS

Based on those the theoretical assumptions, formulated the hypotheses as follow:

H_a : There is a significant influence of using Self-questioning Strategy towards students reading comprehension in narrative text at the first semester of the ninth grade of SMP Negeri 3 Bukitkemuning in 2019/2020 academic year.

H_o : There is no significant influence of using self-questioning strategy toward students reading comprehension in narrative text at the first semester of the ninth grade of SMP Negeri 3 Bukitkemuning in 2019/2020 academic year.

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